DECEMBER, 1947 15c

FOOD FOR THOUGHT

INTERNATIONAL UNDERSTANDING THROUGH SCHOOLS

ARE THE "GREAT BOOKS" THE ANSWER?

FILMS . . . BOOKS AND PAMPHLETS . . . NEWS

CITIZENS' FORUM . . . FARM FORUM

FOOD FOR THOUGHT

VOL. 8 DECEMBER 1947 NO. 3

Published monthly from October to May by

THE CANADIAN ASSOCIATION FOR ADULT EDUCATION

Director: E. A. CORBETT *Assistant Director:* J. R. KIDD

340 Jarvis Street, Toronto 5

Subscriptions, $1.00 a year (before January 1, 1948)

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Manuscripts, comments and correspondence are invited and should be addressed to the Editor. Articles should not be longer than two thousand words.
Authorized by the Post Office, Ottawa, as second class matter.

In Our Opinion

ACTIONS SPEAK LOUDER

The concluding paragraphs of the article by Mr. Phimister on education for international understanding raise such important issues that, rather than run the risk of anyone's missing them in a "continuation" on a "catch-all" page, we print them here. After summarizing the conclusions of the seminar on increasing international understanding through the schools and recommending their implementation, he asks:

"But, if we take a realistic look at these methods we must ask ourselves—are they likely to be an effective means of avoiding war and preserving the peace? What hope is there of achieving understanding between the U.S.S.R. and the U.S.A.? What are the differences between them? Cannot the differences be resolved? These questions are asked by the student in school. Most of the methods advocated at the Seminar—those of tolerance and exchange of students or correspondence—cannot be applied in this situation. Russians have had many bitter experiences with the Western world since 1917. Now they stand apart. Russians may not leave their country nor may others enter Russia without special permission, difficult to obtain.

"Few persons know what goes on inside Russia and extremely few Russians have any opportunity of knowing what goes on outside Russia; hence, the opportunity to know and understand Russia, or of having the U.S.S.R. understand the U.S.A. through the means discussed at the Seminar, is very limited. The fact that Europe is barefoot and hungry and that Western Europe is now the ideological battlefield between the U.S.A. and the U.S.S.R., that even now there is a race for the development of atomic energy for war purposes, makes for a certain amount of cynicism when international understanding is mentioned in Europe.

"What must be done in the face of the present division at a time which is recognized as critical in the affairs of the United Nations? Certainly we are faced with things that can be done. Words and films may improve international understanding but when the people need food and shoes, these do more than any number of words to re-establish faith in human relationships. Since

we have little prospect of establishing contact with Russia, our efforts should be devoted to promoting government assistance to Western Europe and, perhaps more important, to bringing help to Western Europe through individuals and groups who will ship food, clothing, and school supplies. Organizations exist for this purpose. They need assistance from greater numbers of people. For international understanding, money, food, clothes are needed.

"In England billboards bear the sign 'Work or Want.' In France the people hold demonstrations to protest the rising price of bread and the reduction of the bread ration. In Germany the people starve in the cellars under their bombed houses while democracy is preached to them. If international understanding is to be brought about it will be done through deeds—not words or strips of celluloid. We have an opportunity now—not for their sakes, but for our own sakes; we are one family. We stand or fall together."

NEW IMMIGRATION POLICY

In the course of the last six months it has become quite clear that Canada has adopted a new immigration policy, although it has never been embodied in parliamentary legislation. After years of restricting immigration, the Government has now agreed to admit up to 20,000 of Europe's displaced persons. The sentiment in favor of such a policy, which is undeniably widespread and vocal, has been generated in the main by two groups, those who advocate admission of displaced persons on humanitarian grounds and those who are are convinced that Canada's future proserity depends on a larger population.

The concern of the first group is for the displaced persons as *people*—people who have already suffered long years of privation and confinement, whose morale is ebbing low as it becomes more and more doubtful whether there can be found any place on earth where they can again be free and *at home*. Judging by the basis on which they are being selected to come to Canada, the Government's motives are not entirely altruistic. Except for a comparatively small number of relatives of people already in Canada, the basis of selection has been Canada's employment requirements rather than the native quality or educational training of the people themselves.

We are receiving farmers, miners, lumbermen, domestic workers to fill jobs not sufficiently attractive to lure Canadians; as far as the Immigration Department is concerned, the doctors, lawyers, teachers, and others professionally and technically skilled are to be left to another winter in a cold and hungry Europe. Not all of them will be there. There are doctors and lawyers among the lumbermen, teachers and nurses among the domestics. One cannot be surprised at such

arrivals. It is easy to understand the dismay of the executive-secretary of the International Refugee Organization when he looks ahead to the prospect of persuading any countries to accept the people who are left after selection teams have "skimmed the cream." Resettlement, he thinks, should be tackled as such and "not as an incidental solution of countries' manpower shortage problems."

OUR RESPONSIBILITIES

Those who were most active and articulate in pressing the Government to admit to Canada substantial numbers of Europe's displaced persons on humanitarian grounds, were also those who best realized that to assimilate them into Canadian life would not be without difficulty. They have all the problems of immigrants in a strange land plus a whole collection of complexes, fears and frustrations resulting from years of being subjected to conquerors and then being regimented by liberators.

The Government has two major responsibilities toward these newcomers. The first and most immediate one is for their physical well-being and satisfactory conditions of employment. The initial steps to meet this responsibility seem to originate with the Department of Labour in Ottawa. But it is not a responsibility which can be met once and for all. Obviously there will have to be adjustments and replacements. Where a fairly large group is employed together, it may be possible for representatives of the Department of Labour to keep in close touch with the situations. As the total number increases and as the groups are dispersed and placed individually, it would seem essential that there be increased watchfulness at the local level. These people will need protection against exploitation; they will need recreation, church connections, social contacts and medical care; they will need help with solving their personal problems. In other words, they will need a group of citizens who are interested in their well-being and who will be in touch with all the resources of their communities to help them. The Government should give some direction as to the way in which these committees should be set up and it should be done as soon as possible, before the problems, of which there have been some fair samples already, multiply to the point of alarm. These committees, probably representing voluntary organizations in the field, should be at the service of newcomers under whatever auspices they have arrived. Apparently even the new British arrivals occasionally strike a snag, despite optimistic pronouncements of officials.

The other responsibility of the Government, and the two are inevitably closely linked, is the assimilation of the newcomers as good Canadian citizens. They should be given opportunity to learn the language as quickly as possible; more

than that, they will need to learn something of the history of our institutions in order to understand our ideals and way of life. In this field there is no lack of agencies at work: university departments of extension, adult education divisions, I.O.D.E. chapters, Chambers of Commerce, and various others, are already active. The need here is for coordination, clarification and planning. If the Citizenship Branch of the Department of State is reluctant to take any chances of stepping on provincial toes in "education for citizenship", some voluntary organization might be given the official blessing—and a draft on the Bank of Canada.

In January, Canadian citizenship will be one year old. FOOD FOR THOUGHT plans to mark the occasion with several articles related to citizenship. Let us hope that, before that time, marked progress will have been made in discharging our responsibilities toward our latest groups of potential citizens.

PEACEMONGERING

Canadians can give thanks in all humility this Christmas season that her representatives at the United Nations Assembly have become associated with "peacemongering", as opposed to the warmongering of which the mighty of the earth accuse each other. To introduce a resolution on which both the United States and Russia voted favourably was an achievement to cause wonder and amaze. If, as looks probable at the time of writing, the Canadian delegation can also make a significant contribution toward the settlement of the Palestine problem—one can hardly be optimistic enough to call any arrangement for that grief-torn corner of the world a "solution", they will again have accomplished what seemed almost impossible.

It has never been true that the best brains come out of the biggest countries. Even if they did, they would be handicapped right now by the inflamed states of national passions. Canada has a special opportunity and a special responsibility; her representatives have nobly striven to make the best of them.

Jesus was the world's outstanding peace-mongerer and he had some special words of blessing for those who followed him in this regard, though he called them by an older name. We can be grateful to and for our public servants who have earned a share of this blessing.

▶ **How schools can be used to further the cause of international understanding.**

UNESCO Seminar

By Z. S. Phimister

Among the specific projects of Unesco earmarked for development in 1947 is the promotion of international understanding through schools. This was the subject of a six weeks' Seminar arranged by Unesco in Paris during the past summer. The Director of the Seminar was Dr. Howard Wilson from the United States, who is the Associate Director of the Division of Education of the Carnegie Foundation for International Peace. The work of the Seminar was divided into two Areas, one of which was directed by Professor Jacques Lambert, Professor of International Law, University of Lyon, and the other was directed by Professor Robert Havighurst, Professor of Education and Human Development in the University of Chicago. In each Area, there were four tutors recruited from Canada, China, France, Great Britain, Norway, Mexico and the United States. In addition more than fifty consultants and special speakers visited the Seminar for varying periods of time. Eighty participants from thirty-one countries attended this Seminar.

In a measure, each person attending the Seminar, a product of his own environment and his native culture, embodied in himself the problems of his country. There were the French women, one, headmistress of a French Lycée for girls, whose only brother was killed in the first world war, and whose husband was killed in 1940; the other, a medical doctor, partly deaf as a result of physical violence from German hands for her activities in the Resistance. There were the two Hindus, both heads of Teachers' Colleges, one an Indian Nationalist, placed in prison more than once by the British; the other personally selected and trained in part by Mahatma Gandhi. There were the Chinese headmaster of a secondary school in Shanghai, whose wife spent six thousand Chinese dollars to buy a stamp to send him a letter; the Greek, who had to spend three months' salary for a suit of clothes. The Americans were a mixed group, some large, some small, some coloured, some white, but all with plenty of clothes, plenty of cigarettes and a friendly attitude.

The work of the Seminar was carried on five days a week from 9.30 in the morning until late afternoon, with some evening meetings

Mr. Phimister is superintendent of schools for the city of Toronto. Last summer he was one of five Canadian delegates to the UNESCO *Seminar of which he writes.*

as well. From 9.30 until 11.00 a.m., eight or nine groups met to study the particular field in which they were interested. At 11.00 the groups formed two Area meetings where the groups reported or heard an expert in one of the fields under review. At 3.00 o'clock it was customary to have as a guest of the Seminar an outstanding speaker whose address was followed by discussion. At 5.00 o'clock documentary films were shown and in the evening guests from the UNESCO secretariat or the UNESCO executive council or other persons invited to speak to the Seminar appeared. Some of the fifty-two speakers and consultants who appeared before the Seminar were: Leon Blum, D. W. Brogan, Julian Huxley, Salvador de Madariaga, Margaret Mead, Gilbert Murray, Stephen Spender, and James Yen.

The work of the Seminar was divided into two main Areas. Area one attempted to find materials and methods which could be used by teachers to develop international understanding through school programs. Bibliographies of books and pamphlets dealing with materials and methods of developing understanding of one country by another were compiled. A study of the films available for teaching international understanding was made by a subcommittee. Few received general approbation.

Radio was considered as a means of strengthening the links between children of all countries. The organization of radio facilities and suitable subject matter for scripts were discussed. Radio Française has offered the use of its transmitter as "The Voice of World Youth", beginning with a series of half-hour programs on each Thursday commencing October 1st. UNESCO has plans for a world broadcasting organization in which "The Voice of World Youth" may find a place.

The exchange of correspondence was considered in the light of the experience of those countries which have been active in this regard. The development of correspondence between individuals and between paired schools was considered to be a useful means of lifting horizons. Interchange of students and visits to foreign countries formed another subject of discussion and study was given to the conditions necessary for the development of international holiday camps, youth hostels, international homes and international university cities.

The provision of text-books for schools came under a limited amount of review. It is recognized that history text-books are not always free from error and prejudice. Text-books present different points of view; for example, the Indians maintain that the Black Hole of

Calcutta, which is a familiar story in most English text-books, is a myth and has no basis in fact; what the English text-books call the Indian Mutiny the Indians call the first War of Independence; where some American text-books portray the United Empire Loyalists as persons who took the wrong side in the American Revolution and were forced out later by the victorious Colonists, the Canadian text-books choose to consider the Loyalists as persons who voluntarily chose to live under the British flag and at great personal sacrifice moved into Canada for that reason. Some countries are trying to remove sources of misunderstanding and UNESCO is attempting to develop an objective method of judging text-books. "Conventions now exist between certain states (all the Scandinavian ones, for example, and some of the South American) whereby each agrees to submit all passages concerning the other to experts of that country to revise those objected to on the ground of unfairness."

The preamble to the constitution of UNESCO contains a much-quoted sentence, "Since wars are made in the minds of men, it is in the minds of men that the defences of peace must be constructed." In Area two the participants attempted to find the basic conditions necessary to build the defences of peace in the human mind. A fundamental proposition underlying the work of this Area was stated as follows:

"The problem of aggression in the world is partly a problem of aggressiveness in individuals which stems from their early training and

Canadians at the Unesco Seminar (left to right): Mrs. M. Blair, Montreal, Mr. Z. S. Phimister, Toronto, Mr. H. A. Goodman, British Columbia, Miss F. C. O'Conor, Regina, Dr. Charles E. Phillips, Professor of Education, University of Toronto, a member of the Seminar staff.

their later education. Consequently, it is necessary to study the human individual, so as to learn how he becomes aggressive, and how he may learn to control his aggressivity and to direct it into socially useful channels. Finally, it is necessary to apply this knowledge of human nature in educational practice."

The whole personality of the child must be developed if he is to mature into an adult capable of the best international citizenship. Three goals in this connection set up by Professor Goodwin Watson of the Teachers' College, Columbia, are:

"Every child shall accept and respect himself. This is the foundation of all co-operation with others. The individual who—because of the way his childhood impulses were condemned—feels himself unworthy, easily suspects others of rejecting him. He interprets chance remarks as deliberate insults, accidents as plots and finds every offer of friendship spurious. Only the person who has become well-acquainted with himself and has found in himself that which he can accept, approve and affirm, is free from the need to make unwarranted demands for support and protection.

"The second objective of education in the early years is that every child shall have a sense of belonging and participation in some group or groups. Good will springs from comradeship. The rejected and isolated child responds with contempt or bitterness or hatred. He is emotionally equipped for war.

"The third objective in laying the emotional foundations for peaceful living is that every child shall accept other children who are different. If young people are some day to be good citizens of One World, they must begin in childhood to attach positive value to differences. A companion of another skin-colour, of another nationality or political party or religious faith, should be especially welcomed. Those who are most like us can contribute least to us. We have most to learn and much to like in those who are different. Part of the teacher's problem is to help pupils to discover unsuspected talents and contributions in other children who are at first rejected because they are too different. Toleration of difference is not quite enough—there must be positive affirmation of its value."

The whole problem of home understanding and home relationships is included in this Area, beginning with individuals, developing through groups into nations and the world. It is necessary to establish standards of assessment of individuals and groups based on such desirable characteristics as honesty, generosity, contribution to general welfare, and sincerity of purpose. In effect, this is a challenge to schools to develop individuals who respect themselves and have equal respect for others and who are animated by ideals of tolerance and service.

This concern of Area two to find the means of bringing the individual to peace with himself and peace with his neighbours involves the full flowering of the personality of each individual; the removal of prejudice against minorities, for example, prejudice against Negroes; a fuller understanding of the various elements composing the nation,

for example, labour and capital, country and city; and a sympathetic approach to the study of neighbouring states in the world. This view contends that international understanding begins in the home and the community. It is a special case of education for co-operation in intergroup relations.

One implication arising from this emphasis upon human development is that teachers should be given more training in human relationships and perhaps training in the methodology of presenting subject matter. Moreover, a study of how attitudes are formed in youth may lead to some modifications in teaching. For example, youth often reflects the attitude of his particular group of peers. The adolescent learns how to dress, how to talk and how to enjoy himself from his companions. Often it is easier to change the attitude of the group than it is to change the attitude of the individual. This has a bearing upon the methods that might be used with young persons.

Another aspect of the problem is to ensure that the school procedures are integrated with the community life. If the school sets a standard which is too far away from the common practice in the community, the student will regress to the norm of society after he leaves the school. Hence, it is important that the school should work closely with the community.

No one is likely to decry the desirability of improving international understanding through the medium of the schools. Consequently, we can teach the machinery of the United Nations Organization, we can endorse the revision of text-books to eliminate inaccuracies, we can approach the study of another country in a tolerant fashion, we can strive to change the schools so that they are more perfect instruments in providing the full development of the individual and we can strive to eliminate prejudice against minorities. In short, we may approve of the methods discussed in both Areas of the Seminar and we should proceed to put into practice those parts of the program which will be most effective in improving understanding of others.

▶ Presenting the first in a series of pen portraits of pioneers in the field of adult education in Canada.

Dr. James Tompkins

PRIEST AND PROPHET

By E. A. Corbett

Ten years ago Dr. Tompkins and I attended a conference at the University of Maine. It was just at the time when the St. Francis Xavier experiment was attracting the attention of social workers and adult educationists all over the world. We were walking across the campus when we were joined by a somewhat hysterical "co-operator" who, with an awkward gaiety said, "I understand you're making good Catholics out of all those Nova Scotia fishermen." Father Jimmy looked at him coldly for a moment and said, "God help us, man, can you tell me any Catholic way of canning lobsters?" One American writer some years ago referred to Dr. Tompkins as "St. Francis of Antigonish." Perhaps the saints of the Christian faith were tough and defiant in their day. In any case, Father Jimmy at times is anything but meek and mild. He will fight coldly and skilfully for whatsoever things are of good repute. He, too, would use a whip to cleanse the temples of God, but mostly he is gentle and patient as only wise men can be patient.

Dr. Tompkins is a little man with white hair, clear-cut features and piercing blue eyes so full of friendliness and humour that when you meet him you are likely never to realize that they are sizing you up and searching for a judgment.

He speaks with the soft voice and the distinctive accent of the Cape Breton man, reminiscent somehow in varying degree of the north of Scotland and the south of Ireland. It's a querulous voice, as if he were always pushing at people to get a move on. His ordinary speech is so rich with meaning and so vivid with epigram that he sounds like the Book of Proverbs. "Give the people ideas and they'll put them to work. . . .

"The only way a man achieves greatness is by getting it from the people—the people make giants . . . The way to combat Communism is not by force; it can be defeated only by removing the causes that breed it—poverty and social injustice . . . It is the hardest thing in the world to have faith in man—and to keep it up . . . The common little fellow—he is great, he can learn, and when

Dr. Tompkins

he learns he can do things . . . Get to work, and get some knowledge; get some self-respect too, that's what you need . . . There's no such thing as a Catholic co-operative store, a Methodist store, or a pious store. Two plus two makes four in the accounts no matter what religion you have . . . Socrates would be a good co-operator—going around asking questions . . . Diogenes, the old boy that lived in a tub—he'd be a champion co-operator only he'd be mainly interested in housing. St. Francis of Assissi would be good too, only you'd have to watch him that he didn't run off with things and give them to the poor." That's the way he talks, all the time, and his philosophy keeps breaking through.

Why did Dr. Tompkins give up the quiet and peace of a university campus and a professorship in philosophy to become a priest in one of the poorest parishes in Cape Breton? There may have been a dozen reasons, but one was dominant. Year after year he had seen the strong young blood of the country drained off into the factories of New England. He watched the migration of young men and women away from the fields and

fishing villages of Eastern Nova Scotia until he could stand it no longer. He decided to do something about it. He resigned from the university and took for his parish the tiny fishing port of Canso.

At that time the average cash income of a hardworking Nova Scotia fisherman and his family was between $200 and $400 a year. The people were undernourished, impoverished, beaten. Schools were badly equipped and poorly taught. Many of the grown people in his parish could neither read nor write. Father Tompkins decided that if they were ever to escape from the economic slavery they had patiently endured for a hundred years they would have to understand something about the forces that had kept them so long in bondage. He had always believed that if you give people sound ideas they will soon find a way to use them.

He opened a night school. He taught the three R's; but all the time he talked about group planning and group action. Why were they getting one and a half cents a pound for cod, from three to nine cents for lobster, when cod retailed for twenty cents a pound and more, and lobsters were served in hotels for $1.00 each? Why not start a credit union and get control of our own credit? Why not try processing our own fish? In other words, why not find out what our resources are and develop them ourselves? It was a long pull, but in five years' time the start was made. That was the beginning of a practical adult education program which in 1938 had been developed by the Department of Extension of St. Francis Xavier University under the inspired leadership of Dr. M. M. Coady and A. B. MacDonald, until over 10,000 people were enrolled in study groups. From that simple beginning has grown a consumers' co-operative movement in the Maritimes with sixty stores doing a total annual business of over two million dollars and a membership of 23,000. These retail outlets are supplied by a central co-op wholesale at Moncton, New Brunswick, doing a total business of about five million a year. There are 400 credit unions with assets of nearly five million dollars. Since they were organized in 1933 these credit unions with a membership of 70,000 have loaned over thirteen million dollars within their own organization. Seven groups of industrial workers have completed housing projects,—one called Tompkinsville after Father Jimmy. The co-operative units federated under the United Maritime Fishermen are now the largest producers of lobsters in the world. All around the rugged coastline of the Maritimes are processing plants owned and operated by fishermen who twenty years ago had no voice in their own affairs. Now, to quote Dr. Coady, "they are masters of their own destiny."

Father Jimmy was the flaming prophet behind the movement for many years. Now he is parish priest

at Reserve Mines, Cape Breton. He is over 75 now, but he is still at work and his frail body seems never to weary, nor does the gleam leave his eyes. Meanwhile another of his dreams has come true,—Reserve Mines has a first-class library. It has been built up from Dr. Tompkin's own meagre income, thousands of nickels and dimes, and a few donations. The library and reading rooms require a full-time trained librarian. This and his parish duties take all Dr. Tompkins' time. The credit union movement is a going concern, and Dr. Tompkins has turned his thoughts and his energies to other things. Now he talks of libraries, of books, of the need for underpinning the whole co-op movement, with an unshakable understanding of its moral and spiritual significance. He knows from his wide acquaintance with co-operative enterprises how easily they can deteriorate into a butter and egg philosophy; how readily loyalty to a high ideal of community good can become individualistic and selfish; how profits and material advantage can take the places of idealism and high social purpose. His emphasis upon the need for economic education has not in any way changed or modified his belief that man does not live by bread alone. His belief in the ultimate triumph of good over evil is based on a deep and abiding faith in God, and a supreme devotion to the "mystic body of Christ."

No one who has met Dr. Tompkins is ever likely to forget his name, and in Nova Scotia his name will live always. No monument will be needed to keep his memory fresh. As of Christopher Wren, it may be said of Father Jimmy, "If you wish to see his monument, look around you."

Two outstanding co-operators of international reputation have recently been visitors to Canada. "Paddy the Cope" Gallagher, whose autobiography is familiar to most co-operators, visited Antigonish in October as a side trip from New York, where he had completed a contract with the J. Arthur Rank Film Corporation for the making of a picture based on his book. The movie will be made in Ireland. Mr. Gallagher came to Nova Scotia to learn about co-operative fish plants and their canning methods for the benefit of his Templecrone Society back in Ireland.

Thorsten Odhe, whose official title is "permanent representative of the International Co-operative Alliance to United Nations, and first consultant of the I.C.A. to the UN Economic and Social Council," spent two days in Ottawa in November. Odhe is best known outside of Sweden, where he has been active in the co-operative movement for 25 years, for his work in exposing the machinations of international cartels and combines. At the Havana Conference on Trade and Employment, he will continue to work for free access to all raw materials.

▶ A controversial theory of adult education is described and analyzed.

Are the "Great Books" the Answer?

By Robertson Sillars

On the 10th of June, 1947, metropolitan newspapers in the United States and Canada received a news release starting with this statement: "Organization of the Great Books Foundation to develop a mass education program intended to reach millions of Americans in the next five years was announced yesterday by Robert M. Hutchins, Chancellor of the University of Chicago."

The announcement signalized the organizational climax of an idea that has been making headway slowly and amid much controversy in recent years. The idea behind the great books adult education program is a fairly simple one, not hard to grasp. It consists of three assumptions, the first two of which meet with general acceptance; the third starts the controversy. Briefly stated, the assumptions are these:

1. Citizens of a democracy are responsible for selecting the values that they as individuals and as members of the community should seek to realize. They are also responsible for the policies and plans adopted to realize these values.
2. In order to carry out the functions of free men and women in a democracy, the citizens must develop their latent abilities to think clearly about basic human problems and to communicate their thoughts to others.
3. The best way—and, some would insist, the only known way—to develop these abilities is to read the clearest, most profound statements on our persistent moral and political problems, and to submit these readings to group interpretation, analysis and evaluation.

These assumptions, with slight modifications in certain cases, have underlain a number of ventures in the guided group discussion of significant books carried out during the past quarter of a century.

In the 1920's Mortimer Adler, Scott Buchanan and Everett Dean Martin organized such groups at the Cooper Union in New York City. From 1933 to 1940 a small group of philosophers and educators under the leadership of Alexander Meiklejohn conducted The School of Social Studies in San Francisco. This school for adults developed guided group discussion based on courses of reading designed to shed

light on the social issues of our time. The public library system of the District of Columbia, with the assistance of Scott Buchanan, Dean of St. Johns College, and Dr. Hutchins, launched a group reading program in 1945. This program, now directed by John Powell, has profited from the experience its director gained in his many years of association with The School of Social Studies.

For the most part, the highly publicized great books program of the present day has grown directly from experiences inaugurated by the University of Chicago under the leadership of Dr. Hutchins and Dr. Adler. In 1944, University College, the University of Chicago's adult education division, began offering classes devoted to discussion of the great books of western civilization. Since 1945 the university has been active, in cooperation with libraries and other local agencies, in training discussion leaders for great books courses in Chicago, New York, Cleveland, Detroit, Minneapolis, Denver and many other cities. When the enterprise appeared to be outgrowing its academic origins, a group of leaders in the educational and business worlds, under the chairmanship of Dr. Hutchins, organized the Great Books Foundation. This happened, as we have noted, in 1947. The foundation is presently engaged in stimulating the widest possible extension of great books discussion groups, organizing leadership training and providing inexpensive reprints of the readings on which the courses are based. Initial financing has been provided by private donations and Encyclopaedia Britannica, Inc., in which the University of Chicago has a substantial interest.

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The Great Books Foundation has been enterprising in promoting its program. As a result, thousands of Americans from coast to coast, under library, university and less formal auspices, are enrolled this fall in great books seminars.

What goes on in a great books seminar? Ordinarily it would be impossible to generalize about the actual procedures of a discussion enterprise carried on in different communities under a variety of sponsorship. In this case, however, leadership training has come from a single center. The "Manual for Discussion Leaders" prepared by Mortimer Adler to facilitate this training lays down highly specific rules of procedure. A typical seminar group has about 25 members and two leaders. It meets every two weeks for a two-hour session. Discussion is based firmly on the passages scheduled to be read for that meeting, and it is not allowed

to stray far afield. The leaders use an adaptation of the Socratic method of carrying on discussion by asking questions. They do not lecture. They do not give the answers. The author of the book is considered to be the teacher. The function of the leaders is to help the group recall what the author said, interpret his meaning and make a group evaluation of its worth. To keep discussion moving toward these objectives solely by questioning is an exacting task, hence the use of two leaders. In conference before the seminar they agree on the basic pattern of questioning. During the group meetings they carry on the questioning jointly, one complementing the other.

The simplicity, to say nothing of the rigidity, of this method of group discussion is obvious. And the procedure is certainly controlled "from above", that is, by the leaders. But it is important to note that it is the *procedure*, not the *substance* of the discussion that is controlled by the leaders. What is actually said in discussion is a product of the interaction of the book read with the members of the group and of the group members with one another, an interaction provoked and facilitated by the leaders' questioning. The prescription that the leaders confine their activity to critical questioning seems to this writer to dispose of the charge, heard in some quarters, that what goes on in great books seminars is intended to promote authoritarian views. This limitation of the leaders' role would seem, on the face of it, to operate as a safeguard against the use of these groups for indoctrination by anyone.

Let us, then, discuss this adult education effort on its own merits. Are the claims made for it plausible? Is it reasonable to suppose that the best or only way to teach adults the arts of clear thinking and communicating is to have them read and discuss books by such writers as Plato, Aristotle, Aquinas, Locke, Adam Smith, Marx, Darwin, Freud and Einstein?

One of the first things that strikes us in looking over the list of readings prescribed for the great books community groups is their high level of difficulty. Since only ten per cent of the adult population of the United States over 25 years of age have as much as one year of college training, and since the median educational achievement for the country as a whole is about eight years of schooling, the prospect of educating a majority of adults by this method in the foreseeable future would seem to be dim. If, however, there really is no other way of making us fit for citizenship, we must either join the effort to make the majority of people familiar with the great books or resign ourselves to an eventual restriction of the franchise.

The "if", fortunately, is a very questionable one. To the contention of the great books proponents that we are not competent to deal with

the crucial problems of our time until we have familiarized ourselves with the best thinking that has been done on such problems, several replies have been made. One reply, frequently heard, is that the best thinking on our problems has been done in our own times. The thinkers of former days, it is said, were "pre-scientific" and based their work on undemocratic assumptions. It is held to follow, therefore, that we can learn nothing from them of positive value for the solution of problems in a scientific and democratic culture. Some would carry this argument further and contend that the great books are irrelevant to our generation because the fundamental issues that confront us are radically different from those faced by men of other ages.

This general line of attack begs several important questions which we can not raise in the space at our disposal. The following view is one that commends itself to the present writer.

Let us grant that, at least since ancient Greece, western man has been seeking the good life in the good society, with all the issues concerning ethical and political norms which this involves. Times change, but these questions are always with us. Men and women need to think clearly and judge wisely concerning them, today as yesterday. True as this may be, it is even more evident that the terms of reference within which we must deal with these persistent issues are the stuff of our daily experience. Granted that special training is required to enable us to think and communicate clearly, what we know about the way people learn counsels us to get this training "on the job", so to speak, by studying the problems with which we are confronted in the contexts in which they actually present themselves.

Great books advocates have frequently stressed the necessity of our approaching the problems of life armed with sound principles, particularly in a world of rapid change. In an address delivered in Detroit earlier this year Dr. Hutchins said, "The best practical educa-

tion is the most theoretical one . . . No man can tell us what tomorrow will be like; all we know with certainty is that it will be different from today." The implication is that we must acquire sound principles in order to deal with whatever situations may confront us. We may agree with this wholeheartedly and yet feel that an important question is being begged—the question of how sound principles are, in fact, acquired. To *have* sound principles is, I presume Dr. Hutchins would agree, to have them established in our conduct as ways of finding solutions to our problems, as habits of action, and not merely as abstract statements. If this is granted, is it not antecedently likely that a study of our actual problems, making use of whatever books and other aids are needed, is a better way of acquiring such principles of evaluation and action than is the study of books read in a fixed order without reference to our actual dilemmas?

This suggestion is not meant to question the value of reading the great books or any other books that are capable of shedding light on our problems. What is suggested is simply that adult education is most effectively carried on as an effort to come to grips with the challenges of real life. When, as and if we find books useful in this process, the kind of books we need and the motives for reading them will have been determined by the nature of the problems being faced and the level on which we are in a position to deal with them. Nor do we mean to imply that the great books program as presently constituted is not a worthwhile undertaking. For the minority whom it attracts it no doubt has great recreational and self-developmental values. The point is that since it can attract only a small minority, the claim that it is the only known way of developing personal or civic competence would, if accepted, force us to abandon the attempt to run society democratically, at least until a majority had read the great books. In this connection it is probably just to hold that the *claims* made for the program, not the content of the program itself, carry authoritarian implications.

Our argument may now be summed up as follows: Whatever values the program of the Great Books Foundation may have, there is no good reason for supposing that it is the best or only way to educate adults. As a more promising alternative we have suggested a problem-centered rather than a book-centred orientation for adult education. The place and time for reading in such a conception of education are where and when our problem-solving efforts indicate the need for information and ideas that only written material can provide.

(*A pamphlet by Dr. Hutchins,* THE EDUCATION WE NEED, was reviewed in the November FOOD FOR THOUGHT.)

Calling All Citizens

THE first two broadcasts of our current series have been produced at the time of writing. So far the comments have been most favorable and there has been a steady demand for bulletins from individual listeners and from others desirous of forming listening groups. It was a pleasant surprise to note a remarkable interest on the part of American listeners. Our friends across the line are enthusiastic about the broadcasts and are taken with the idea of the bulletin service.

All this seems to indicate that the time is ripe for organizing more listening groups. There is little doubt that Citizens' Forum, with the new broadcast techniques, will attract a greater number of listeners than ever before. The problem is to get these listeners into groups and to accomplish this a good deal of work will have to be done, not only by provincial secretaries and other people professionally engaged in adult education, but also by the forum members themselves.

It is essential that we review some of our attitudes toward organizational techniques. We must get away from depending too much on inflexible, traditional methods of group organization. For instance, there is no reason to insist on the usual evening meetings following directly after the broadcast if it is not convenient for people to meet at that time. Of course, it is much the best thing to have the discussion following the broadcast, but some people who have a common bond of association—people who work at the same plant or in the same office, belong to the same clubs or Board of Trade—may find it difficult to gather in the evenings. There is no reason why such people should not read the bulletin, listen to the broadcast as individuals, and gather the next day at lunch to discuss the topic and fill out a report. Indeed such a system might be extremely appropriate for trade union groups and office workers particularly.

We are very anxious to learn from the forums what effect the new type of broadcast has upon discussion. We would like to know whether the question period stimulates or inhibits exchanges in the groups. Similarily we would like some indication of the reaction to the three-minute initial statements by the speakers. Our hope is that reports will indicate that the new type of broadcast encourages full group participation. D.C.

To Farm Forums

Dear Farm Folks:

LAST month we took a quick trip from province to province viewing the organizing activity in Farm Forum. We saw that Farm Forum meetings and rallies and conferences were the order of the day in every province. In Ontario, zone conferences varying in length from one to four days were held. Clare Burt, the Ontario Farm Forum Secretary, reports on these conferences:

Zone Conferences in Ontario

"During the past few weeks Ontario Farm Radio Forums have conducted six conferences in different parts of the province and it has been suggested that it might be of interest to point out what happened and assess the merits of the same.

"As probably you already know, Ontario is divided up by the Forums into six divisions called Zones, each having a committee elected by the Forums. The Zone Committee Chairman acts on the Provincial Farm Forum Board along with the three members of the Ontario Federation of Agriculture. Thus Ontario Farm Radio Forum is governed.

"At the Annual Meeting held last spring the idea of holding Zone Conferences burst forth and developed with some degree of splendour this fall. At the request of the Zone Committees, conference leaders were procured to bring in new ideas and act as a general stimulus to the whole conference. It is impossible to outline the whole program but attempts were made to have representatives at each conference from the Canadian Broadcasting Corporation, the Federation of Agriculture, the United Farmers Co-operative Company, Co-operative Life Insurance, the Department of Agriculture, the Department of Education and others, to live with those present and act as a source of information for them.

"One part of the program, common to five of the conferences, was a model Farm Forum evening, which took in a broadcast, discussion (which was also pre-testing of the questions), speaker or film, recreation and lunch.

"The conferences lasted different lengths of time from one to four days, four of the six being two days each. All the conferences left considerable to be desired as far as attendance was concerned but we have one excuse. The whole crop year in Ontario had been backward with rain and more rain until the conferences started, and then the sun shone. Farmers just had to complete harvest, take up potatoes and catch up in general. But many of them did put forth an extra effort to be there during the evening sessions.

"Now while the determination of those present was stimulated more than ever before, and although everyone said they wouldn't have missed it, yet I feel some changes should be made another year.

(1) We should avoid any possible chance of conflict with harvest operations. I would suggest that the conferences should be held as close as possible to the opening of the Forum season or probably during the first week.

(2) We should start to prepare earlier. Delegates should be appointed from the Forums to the next conferences prior to the close of the present year.

(3) We should make the conferences not more than two days long and only two days where accommodation is suitable, preferably where they can sleep and eat all in the same building.

(4) All the conferences should be organized and run from either the Zone or the Provincial Office but not from both as confusion is bound to result. Personally I prefer the Zone to take the active part as it has a tendency to give those within the area a sense of Zone consciousness and responsibility.

"I hope I haven't left the impression that these conferences were a failure. In fact we all consider them a great success. However there is always room for improvement and the above are my suggestions.

"An important result of the zone conferences is the follow-up activity in the local counties or townships. In Zone Two for example, several township meetings have been held where at least twenty new Forums were organized. Following the Zone Four Conference a meeting took place in Wellington County. This was one of the best meetings held this year. Some two hundred people were present from every corner of the County and their ambition was reaffirmed to have a Forum in each school section.

"Leadership training conferences do pay off."

THE MAKING OF A CHAIRMAN

In this era of "deliberative assemblies" which debate everything from the new length of skirts to matters of peace and war between nations, a competent chairman is a jewel without price. It is he (or she) who keeps discussion on the lofty level of decency and decorum. Likewise, he holds in check the childish wrangles of the You did! I didn't! variety which so often mar public gatherings of immature debaters. But good chairmen are made. They are not born that way. They have to learn their job. For this reason, we welcome a new addition to the scanty literature on constitutional procedure in Canada—Victor Morin's *Chairman's and Debater's Guide*. (Carswell Co. Ltd., Toronto.)

Garbed in sober black and gold, this little book might well become the Bible of all aspiring chairmen. Unfortunately, the standard authorities—Bourinot, Flint and Beauchesne—are too complicated for the simple club or association meeting. This little book, in plain language, describes the procedure necessary to organize a small group or a mighty corporation on a legal basis. It then marshals in orderly fashion most of the situations which arise in an average meeting and how to deal with them.

The real test of a chairman comes, however, when feelings run high and several persons try to present conflicting motions all at once. It may even be that the more knowing ones try to throw a constitutional monkey-wrench into the proceedings. For such contingencies, M. Morin has prepared a chart which enables the chairman to disentangle himself from the mass of procedural quibbles as fast as he can run his eye down the page. Those baffling questions of priority of motions, debatable or non-debatable, the previous question, etc., etc., are there solved at a glance.

It is to be hoped that this book will be widely used. It should help fix Canadian procedure which has a tendency to wobble between British and American precedents. The author emphasizes the proper character of a presiding officer. Well-versed in procedure, he is impartial, firm, courteous and never, never (well, hardly ever!) takes part in a debate himself. His job is to make it possible for every one to have his say and bring the meeting to a decision as quickly as possible.

There is a truly desperate need at this time for citizens of a democracy to wake up to the value of obedience to the rules of debate. Either we learn to settle our affairs through the medium of reasonable

and fair discussions or we run the risk, perhaps more now than at any other time in our history, of yielding the right of free discussion to the demagogue.

HELEN AGNEW

"BEFORE I INTRODUCE---"

AT eight o'clock the president called the meeting to order, the minutes were read, reports given. The distinguished speaker, a very busy man who had come a hundred miles to deliver the speech of the evening, sat waiting at the president's left. A good deal of business was discussed and some transacted, the president made six announcements and a young lady in evening dress sang two solos. The social convener outlined at length her plans for an Autumn Tea and the treasurer begged members to pay their fees.

At half past nine the president, smiling brightly at the speaker, gave the audience a full account of two previous occasions on which she had heard him speak, related an incident of a visit of hers to his native city and announced, with great detail, that she knew nothing whatever about his subject—the National Debt—but that the programme convener would now introduce the speaker.

The programme convener, on the other hand, had been reading for days about the National Debt and did not intend that her efforts should be wasted. She gave the audience the full benefit of her researches and then, remembering that the speaker was still unintroduced, in a flurry she mentioned a position he had never held and gave incorrectly the title of his latest book. At five minutes to ten he was allowed to speak.

Did you attend that meeting? We all have. One speaker listened to an introduction so long that when he was called on he politely moved a vote of thanks for the inspiring address they had just heard.

Let the introduction be brief, then, and let it be accurate. You remember Stephen Leacock's complaint that he was introduced as "our speaker whose name is a household word—Mr. Learoyd." Know correctly the speaker's name, his or her position and qualification for speaking on this particular subject. It is simple discourtesy for the introducer to tell long stories, praise the speaker effusively or give her own views on his subject.

She must be tactful and not refer to the speaker—Stephen Leacock again—as "a line of cheaper talent." Or say "As Mrs. Jones is ill with a cold, headquarters greatly regrets that they had to send Miss Smith in her place."

Highlight your speaker, don't crowd him into an already crowded agenda, as though the speech were an afterthought. Business may be discussed at another time and music listened to when you are not keeping a speaker waiting. The address will be better delivered and better received if both speaker and audi-

(Continued on page 48)

▶ **Emerging pattern and structure in the work of the Adult Education Division.**

Adult Education in Saskatchewan

By David Smith

THE idea that the community through the public authorities is responsible for providing educational facilities for all its children is one of the basic propositions of our democratic society. To make provision through the Department of Education for the establishment of educational facilities for adults is an extension of this idea that is in keeping with the needs of modern society and the development of modern educational theory. Actually this responsibility to adults was recognized years ago in the provision of night classes but the establishment of a special Division of Adult Education is acknowledgment in full terms of the responsibility of the government.

Many other agencies are already engaged in adult education. The University of Saskatchewan, the Wheat Pool, the United Farmers of Canada, the labour unions, the Agricultural Representatives Branch of the Department of Agriculture, the Homemakers, the Saskatchewan Recreational Movement and many other organizations are all making significant contributions and most of them have been at work much longer than the Adult Education Division. The job of the Division is in some ways complicated and in some ways made easier by the number of agencies in the field. Its chief responsibility, however, is to see to it that the resources of the community are utilized fully, that as far as possible the resources of leadership and services in the province are made available where they may be needed, and to initiate new programs when necessary.

The Adult Education Division has also the responsibility of attempting to secure a measure of co-ordination among the agencies engaged in adult education. But co-ordination is a process, not an event. This process goes on at conferences, in the work of such agencies as the Arts Board, in the meeting of committees, in leadership institutes, or wherever people gather for common action. With so much to be done, in such a short time, and with so few to do it the value of co-ordinated effort is clear and has long been recognized. The work of the Division is simply to facilitate as far as possible a process that has gone on at all times.

Two major ideas guide the work

of the Division. The consumers of adult education should not only determine the curriculum but have an effective voice in the direction of the programs. In adult education there is every reason and opportunity to extend the principle of participation to its full range. This participation must be provided for at both the community and the provincial level. The second proposition is that the success of the Division's work will be shown by the quality of life in the communities of the province. The purposes of the Division are to broaden the range of community interests and to enrich the quality of community relationships.

The work of the division may be described under six headings: Community Centre Planning, Lighted Schools, Provincial Arts Board, Provincial Radio Forum Council, Citizenship Education, and Leadership Training.

The Adult Education Division is the executive arm of the Saskatchewan Community Centre Planning Committee, which is an inter-departmental committee of the government. The work of the committee is carried on in three ways. The first of these is the publication of the bulletin, *Community Centre Planning*, which is a medium for sharing experiences and ideas among people interested in community centres. A second phase of the work is a research project into community centre building for prairie conditions. This project was planned with the co-operation of the School of Architecture at the University of Manitoba and later incorporated in a research program on rural housing and community centres undertaken jointly by Central Mortgage and Housing Corporation and the three prairie provinces. As part of the research program two architects visited thirty Saskatchewan communities this spring and are now preparing sketch plans for typical communities. Thirdly, one member of the staff is assigned full time to field work in connection with this program.

Lighted Schools are an extension of night class arrangements to rural communities. The classes are arranged under the local school board and utilize local instructors. The subject of study is determined by the interests of the people in the community. Classes were organized last year in 17 communities. This year the program has extended to 41 communities. The classes are financed by night class grants with special assistance from the Adult Education Division. It is expected that this program will play an im-

David Smith needs no introduction to readers of FOOD FOR THOUGHT. *As Director of the Community Life Training Institute of Simcoe County, Ontario, he was both the author and the subject of articles in this magazine. About a year ago he went to Saskatchewan to become director of the Adult Education Division of the Department of Education.*

portant part in the development of community centre programs. The classes cover a wide range of interests from child psychology, motor mechanics, handicrafts, to music appreciation. The classes are informal in procedure although they are required to have a minimum registration of ten and to meet for at least ten weeks. Most of the classes carry on for two terms of ten weeks each.

The Saskatchewan Arts Board has recently been established. The Board is made up of five representatives of the arts, five citizens representing the consumers, two representatives of the University, and two representatives of the government,—the Director of the Physical Fitness Division and the Director of the Adult Education Division. The secretary of the Board is a member of the staff of the Adult Education Division. The purpose of the Board is to co-ordinate cultural activities and to initiate programs for the enrichment of the cultural life of the province.

A similar Provincial Radio Forum Council for the administration and development of radio forums was proposed by the Division but the proposal was not considered feasible this year. However, a joint meeting of the provincial Farm Forum Committee and Citizens' Forum Committee attended by a few representatives of local forums met last June and recommended that, without changing the provincial administrative set-up, the money appropriated by the Division for the Provincial Radio Forum Council be used to employ as a member of the Division staff one person to assist in the organization and development of radio forums throughout the province. This has been done and the radio forum season in Saskatchewan started with a series of 16 regional meetings held during October. These meetings were arranged by the Wheat Pool Field staff and the Agricultural representatives and attended by representatives of local forums and others interested in adult education.

Citizenship education has two phases, provision for instruction in English and provision for classes in citizenship. In the first phase of the program considerable work has been done. During the past two years university summer courses were organized to train teachers in the methods of Basic English. Classes in Basic English were organized in the Swift Current area, in Regina, Moose Jaw, and in the far north. This year regional classes for training teachers in conjunction with the Basic English pocket book is planned.

In the field of leadership training the Division has made a beginning. This summer a Farmer-Labor-Teacher Institute was held through the co-operation of the Saskatchewan Federation of Labour, the provincial executive of the Trades and Labour Congress, the United Farmers of Canada, the Saskatchewan Federation of Agriculture, the

Saskatchewan Co-op Union, and the Adult Education Division. Another Institute is planned for next year and other conferences of a similar kind will be organized.

Last March a provincial conference on adult education was held and the decision taken to hold regular conferences on adult education each year. This year the conference will be held in December on the problem of leadership training. The object of the conference will be to discover the gaps in our leadership training programs, to take what action is possible to strengthen the work of the agencies engaged in this activity, and to discover in what ways the Adult Education Division can best make its contribution in this field.

At present there are two field representatives of the Division in the province. In a general way they represent the Division in their territory. They organize Lighted Schools, assist community centres, help with radio forums and stimulate and assist in other educational activities. The question of how this can be done most effectively, however, is not established yet. There are 36 agricultural representatives, 18 Wheat Pool field staff, 5 National Film Board operators, 12 Audio-Visual teachers employed by local school boards, 60 school superintendents, in addition to members of the University staff, Saskatchewan Recreational Movement and other agencies, all of whom are engaged in some phase of adult education work. How the field staff of the Adult Education Division can most effectively play their part in this situation will be discovered by experiment and in practice.

Although the work of the Division so far has been tentative and exploratory, a beginning has been made and we hope that some of the marks of pattern and structure are beginning to emerge.

BRIEF NEWS

CANADIAN INDEX

The Canadian Library Association has taken the initiative in promoting a cooperative enterprise which will be an inestimable service to the Canadian reading public. That is the publication of a Canadian periodical index. Articles in fifty magazines of general interest will be indexed (including FOOD FOR THOUGHT) and the index may include also lists of Canadian pamphlets, audio-visual material, noteworthy articles about Canada in the foreign press and important Government documents. Individuals, business offices, etc., may subscribe at an annual rate of $10 from the Canadian Library Association, 46 Elgin Street, Ottawa.

LABOUR EDUCATION

A Union Winter School to be held at the Ajax Division of the University of Toronto January 26 to 31, has been planned by a group of C.C.L. unions and members of the University's Institute of Industrial Relations, with the cooperation of the Ajax Student Council. Attendance will be limited to one hundred union members, chosen and sent by their unions. They will live together in one of the Ajax buildings. Days will be devoted to intensive study in one of the six courses offered, but the evenings will be free for speeches by outstanding labor leaders, such as Victor Reuther, C. H. Millard, and A. R. Mosher, a concert, and, it is hoped, a hockey game!

The courses to be offered are: "What Unions Can Do About Economic and Social Objectives" led by Eugene Forsey, Research Director, C.C.L., and Cleve Kidd, United Steelworkers of America; "What Unions Can Do About Cooperatives" led by C. J. McLanahan, Educational Director National Cooperatives of the United States, Director of the Rochdale Institute; "Time Study" led by Robert Kanter of the Engineering Department of United Automobile Workers of America; "Job Evaluation" led by Joseph Scanlon, research worker in industrial relations at the Massachusetts Institute of Technology; "Publicity and the Local News Sheet" (leaders to be announced); "Putting Psychology to Work for the Union" led by Harold Tooms of the University of Toronto.

TOURING COOPERATIVES

When a bus-load of Ontario farm people set off on a tour of Ohio cooperatives in the summer of 1946, the United Farmers Co-operative Co. Ltd. was launching an experiment in education by travel—that classic form of "audio-visual" learn-

ing. The after-glow of enthusiasm resulted in the organization this year of three similar tours—but to other areas of co-operative activity. The United Farmers board instructed the conductor of the Ohio tour, General Secretary Leonard Harman, to arrange tours of Quebec province, Pennsylvania-New York, and Indiana.

Officers, directors, employees and members of the more than a hundred farm co-operatives which use the United Farmers Co-operative as a wholesale responded promptly to the invitation to travel. The four tours took about 120 people on what was for many their longest excursion away from home.

Members of the Ohio tour visited co-operative insurance and farm supply offices in Columbus and got right into the thinking of the people by participating in the Farm Bureau advisory councils (equivalent of Farm Forums minus radio) and spending the night in farm homes. The Quebec party visited Co-operative Federée offices and plants, farm co-operatives, a maple sugar supply co-operative, a consumer co-operative at Asbestos, a credit union, and particularly the headquarters at Levis of Caisses Populaires Desjardins.

The second tour this year not only studied the strongly centralized farm co-operatives (Grange League Federation) of New York state, and the federated co-operatives of Pennsylvania, but also spent a day in Washington as guests of the U.S. Department of Agriculture. The final tour this year took a group of farm organization and co-operative leaders and workers into Indiana, where they saw and studied an effective and successful farm co-operative and educational organization.

HISTORY TEXTBOOKS REVIEWED

The members and consultants of the Canada-United States Committee on Education met at an evening session during the three-day C.E.A. convention in Quebec in September.

The report of the survey on history textbooks used in the public schools of Canada and the United States was reviewed. This report had just appeared in full in "Canadian Education" (second quarter).

Under the inspiration of the Canada-United States Committee, organized in 1944, workshops for teachers were established on both sides of the line. In 1945 the workshops at Toronto University and Harvard University took as their special study the history texts used in the public schools of the two countries. A complete review of the items in those books that conveyed misconceptions or partial truths has produced a body of interesting material.

Editors were appointed after the workshops were closed to prepare this material for publication. It is now available to school authorities, teachers, and others interested and constitutes a most constructive step

in the working out of permanent understanding between these two nations.

Copies of the report may be obtained by writing to the C.E.A. office at 244 College Street West, Toronto.

HOLIDAYS FOR FARMERS

A farmer up in Simcoe County, Ontario, has had a bright idea and he wants to give it legs, not only to stand on, but to walk on. He is Mr. W. J. Wood of Alliston and, in answer to our query, he writes: "Just think of the number of farmers today in Ontario, men and women about the age of 70, who are past working age and have never enjoyed a holiday away from home. Today they have nothing to look back on but work. We think farmers, especially the women raising families, should be able to have a change from their every day work and get away with children to a lake. Perhaps in many cases it would be better medicine than the doctor could prescribe."

Mr. Wood sees the solution to the problem of holidays for farmers in a cooperative summer resort. The site is secured—85 acres on Bass Lake, three miles from Orillia, "a beauty spot with half a mile frontage on clear fresh water." How did they get it? "A few of our men tossed in $100 each, the county Federation of Agriculture $500 to make a down payment. We borrowed the balance from a bank. We are about to put on a campaign to raise $15,000: $8000 to pay for the property and $7000 for development. We would like to get a thousand farmers in our county to take out a $5 membership and then to loan capital at a low rate of interest. We have now a charter to operate on a cooperative basis and we call it Bass Lake Cooperative."

Mr. Wood's plans for development do not seem to have omitted anything essential for happy holidays and he hopes that they can be realized before the idea "gets a chill. It's a real challenge to the farmers themselves and it's up to them now."

FARMER - LABOUR - TEACHER INSTITUTE

Highlight of the Farmer-Labour-Teacher Institute in Saskatchewan last summer, believed to be the first of its kind in Canada, was agreement to cooperate on a 15-point program of action during this fall and winter. Farmer spokesmen agreed in principle to recognize the right of trade unionists to bargain collectively in farmer-sponsored cooperative enterprises. From labour delegates came statements indicating an awareness of the special conditions of risk which face farmers. Teacher organization representatives stressed the need for teachers of "community leader" status and pointed out that such teachers could not be obtained unless there was greater recognition of the role of the teaching profession.

Decision to initiate an active edu-

cational program during the coming winter to foster better understanding between farmers, labour, and teachers was also reached. Delegates felt that, whatever their real or apparent differences, they had gone a long way toward their solution just by coming together in a common effort to understand each other. They were enthusiastic in recommending another Institute in 1948 and in asking the assistance of the Adult Education Division of the Department of Education of Saskatchewan, which had taken the initiative in calling together members of agricultural, labour and teacher organizations to plan the first Institute, in making preparations for next year's gathering.

The Institute, held at The Chalet, Manitou Beach, from June 28 to July 1, was attended by fifty delegates. All sessions were held in an atmosphere of great informality and ease under the skilful leadership of Fawcett Ransom, secretary of Manitoba Pool Elevators, and Dr. Stewart Jamieson, professor of economics, University of British Columbia. Community singing, led by Dora Dashefsky, was a regular feature and motion pictures were also featured.

RECREATIONAL LEADERSHIP IN OTTAWA

The Leadership Training Committee of the Ottawa Recreation Advisory Council is sponsoring a course in recreational leadership in the department of general education of Carleton College. The course is intended primarily to improve leadership competence rather than to teach recreational skills. The first hour of the weekly session, attended by all the members, will be devoted to "the role of the leader in community recreation" and will cover by lecture and discussion such topics as the function of recreation, principles of group work, needs and problems of adults, techniques of leadership and group organization. For the second and third hours the group will divide according to their special interests, such as crafts, music, drama, sports, to learn how to give leadership to groups interested in specific types of activities.

CO-OPERATIVE DEVELOPMENT FOUNDATION

At a three-day meeting held in Ottawa recently the Board of Directors of The Co-operative Union of Canada completed plans for the establishment of an association to be known as the Co-operative Development Foundation. Purpose of the foundation, which was recommended by the Canadian Co-operative Congress held in Toronto in March, is to provide funds to carry on research work and finance scholarships, educational work and special projects aimed at the further development of the co-operative movement.

ASSOCIATED COUNTRY WOMEN OF THE WORLD

Twenty delegates from Canada attended the 5th Congress of the Associated Country Women of the World at Amsterdam, Holland, September 8-13. Country women from 22 countries meeting together in their first conference since the war decided "to work together for the betterment of rural homes and communities through study and action in the sphere of homemaking, housing, health, education, and particularly all aspects of food and agriculture."

The Associated Country Women of the World which was organized in 1929 has grown to represent country women's organizations in 25 countries with a combined membership of five million women. At the business sessions the officers reported on their stewardship for the period of eight years, the last conference being held in 1939 just prior to the war. The retiring president was Mrs. Alfred Watt of Canada. Miss Elsie Zimmern, Chairman of the Executive, with headquarters in London, told of the relations with other international organizations. Observers had been sent to meetings of U.N. and U.N.E.S.C.O. The A.C.W.W. now has accredited consultive status under article 71 of the United Nations Charter. Representatives attended the conferences of F.A.O. at Copenhagen and Geneva. Three A.C.W.W. members were present at the meeting of the International Federation of Agricultural Producers held in May. In 1946 full membership was taken out in the Liaison Committee of International Women's Organizations. All this provides means for bringing the point of view of rural women before these international organizations and keeps the A.C.W.W. members in closer touch with work being done.

One session dealt with F.A.O., Major V. Ignatieff being sent direct from the conference at Geneva to speak. He pointed out the details of the world food situation and the plans underway for a World Food Board. The need of a plan which would link financial and industrial requirement along with production and distribution was clearly stressed. He asked for the support of the members in the development of F.A.O.'s new rural welfare division.

The Dutch Societies—BOND van PLATTELANDSVROUWEN—were hostesses for the conference. During war years they became inactive on refusal to submit to the dictation of the Germans. However they met in their own way and are twice as strong as they were before they disbanded. On the Wednesday a special program was planned with an additional 4000 Dutch women attending. The 600 delegates and visitors were presented with corsages of roses or carnations. A fea-

ture of note was a pageant put on by the Dutch Society. It portrayed the growth of their organization, the customs of the people and the "dark days" of the war years. In doing so ballet, song and tableaux were used and a commentator gave the narration in both English and Dutch. Many of those attending wore their native costume and it was a very interesting and impressive session.

Mrs. R. Sayre, of Ackworth, Iowa, U.S.A. was elected president for the triennial term 47-50. Mrs. Sayre is head of the Associated Women of the American Farm Bureau. Mrs. Chas. Russell of London, England, was chosen as Chairman of the Executive Committee. Mrs. Sayre in summing up the conference stated that there had been a willingness to look objectively at the organization and that the members were eager for both study and action. She sensed that the women were feeling a new responsibility and reminded them of the words of the French philosopher—"When God erases he is prepared to write again", and she said "you are the instruments of his writing—your hands and your hearts."

Sixteen of the Canadian delegates were representing Women's Institutes in eight of the Provinces, two the Federated Women's Institute of Canada and two the Cercle des Fermières of Quebec.

FRANCES I. MACKAY

UNESCO NOTES

Mr. Robert Fowler, President of the Newsprint Association of Canada, was one of the leading personalities in press, film and radio convened at UNESCO House in Paris in August as a Technical Needs Commission. At the Press Sub-Committee of the Commission Mr. Fowler said that the customs and tastes of newspaper readers were not a sufficient reason for waste of newsprint. If newsprint which was available was not used to good purpose, it was impossible for people to say that they were short of it.

The findings and recommendations of the Commission have been published in a book entitled "Report of the Commission on Technical Needs in Press, Radio and Film."

Dr. Victor Doré, Canada's ambassador to Belgium, was in Paris this summer as Chairman of the Executive Board of UNESCO which convened in its third session at UNESCO House, July 24-29.

Dr. Walter H. C. Laves, Deputy Director General of UNESCO, reported in a press conference in Paris in October that while in Canada as a guest of the Department of External Affairs he had witnessed very great interest in the work of UNESCO. He spoke of the major campaign which is being prepared in Canada to increase the Dominion's already important contribution to educational, scientific and cultural reconstruction activities. (See January 1948 issue of FOOD FOR THOUGHT).

▶ Parents' Institutes in Ontario meet an urgent need for parent education.

Parents are Important

By Mary L. Doan

"Parents want Skill and Knowledge"

This first recorded suggestion that the world would be a happier place if parents were trained for their important job of parenthood and homemaking, was made by Plato about the year 400 B.C.! It has been repeated through the centuries by teachers, churchmen, physicians, social workers and parents themselves. At the present time there is a growing body of parents who want *to know and to use* the knowledge and experience of experts who have specialized in the scientific study of normal childhood development and who are skilled in the diagnostic approach to childhood maladjustments and behaviour problems.

A Co-operative Project

It was to meet the need of these people and to increase their numbers that the Ontario Federation of Home and School Associations approached the Ontario Adult Education Board (now known as the Community Programmes Division of the Department of Education) with the request to provide a stimulating project in Parent Education in the province.

The professional group with the widest experience in Parent Education in Ontario is the staff of the Institute of Child Study, Toronto. The Institute of Child Study, which is part of the University of Toronto, is a research centre for child guidance. Its demonstration Nursery School provides opportunities for teacher training and research projects. Parent Education has been one of its important undertakings since it began in 1926.

Dr. W. E. Blatz, the director of the Institute, was consulted and it was decided that one day Parents' Institutes should be held in different parts of the province conducted by the members of the staff of the Institute of Child Study. The places chosen were: Port Arthur, Fort William, Kenora, Dryden, Sault Ste. Marie, Sudbury, North Bay, Parry Sound, Timmins, Kirkland Lake, Porcupine Area, Chatham, London, St. Thomas, Brantford, Kitchener, and Hamilton.

The success of this undertaking depended upon others beside the professional leaders. Members of Home and School Associations, and the adult educators in each centre of the province connected with the Ontario Adult Education Board, arranged the day's program.

secured the meeting places, developed the publicity, and got in touch with every organization interested in children and parents. All the evening meetings were well attended. The largest was at Kirkland Lake where Dr. Blatz spoke to seven hundred parents. The opportunity to have professional people contribute to the welfare of their communities aroused such enthusiasm in some places that programs were arranged which would exhaust the energies of the most robust person. In one place the leader gave a radio broadcast fifteen minutes after she arrived in the morning, a talk to welfare workers at 10, led a discussion with public health nurses at 11.15, met Home and School executives at luncheon at 12.30, gave a talk at 3.00 to a parents' group, attended a dinner at 6.30, and gave a lecture to a large audience at 8.15.

Practical Help Given

The leaders met with public health nurses, teachers, trustees, librarians, Women's Institute members, and representatives from Home and School Associations. Everywhere they discussed the importance of Parent Education and what it does for parents and children.

"How can we do this work without trained leaders?" was the most common question. Mrs. Johnson, an expert in Parent Education literature, advised them to use the books, pamphlets, and study courses prepared by the University of Toronto and the University of British Columbia, and suitable radio programs and films.

Mrs. Doan was Home Education convener for the Ontario Federation of Home and School.

At the evening groups the topic parents were most interested in and asked the most questions about was "Discipline." What children are like at different ages, what you can expect of them, how to meet their needs, and how to provide a wholesome home and community for them, were also areas in which parents wanted information and guidance. Some of the answers given were: Dr. Blatz: "High School students should be taught how to bring up children. They should drop a little Algebra, French or German from the curriculum and spend the major portion of time in learning how to grow up and how to live with people."

Mrs. Johnson: "You will discover that there are very few problem children but many normal children with quite common problems . . . What your children are depends on you; therefore in your attitude towards child training, always practise what you preach. Children depend on their parents for lessons in truth, honesty, frankness; what you are counts much more than what you say. In one case where a boy was found stealing bicycles, it was found that the

father's tendency to boast about having put it over his opponents in business deals, was directly responsible for the boy's delinquency."

Results

These Institutes were successful in a number of ways. They emphasized to the whole community "the importance of parents". Many more parents are making an effort to become acquainted with the knowledge that is available regarding the development of children. An increasing number are developing the skill of "social engineers", capable of making homes and communities which will contribute to the growth of people who are mature and constructive. The demand for books, pamphlets, films, and leadership courses is growing larger.

This year the Community Programmes division of the Department of Education and the Institute of Child Study are giving intensive short courses in training for leaders in Parent Education. The six centres where these courses are to be given are:—Fort William, North Bay, Ottawa, Peterborough, St. Catherines, and London. As soon as a community awakens to the importance of Parent Education, the need for leaders is the first problem. This leadership program is a direct outcome of the Parents' Institutes held last year.

When people become concerned about the *quality* of our democratic state they will support any project which contributes to better homes. "Government by the people" has wide implications, because the *kind* of government depends upon the *kind* of people. As it is in the home where the *quality* of the people is developed, parents are the most influential persons in our national and international life.

The following list of books on Parent Education is suggested for libraries.

Blatz, W. E.—Understanding the Young Child. (Clark, Irwin).

Boettiger, E.—Children's Play, Indoors and Out. (E.P. Dutton).

Bacneister, R.—Caring for the Runabout Child. (E. P. Dutton).

Breckenridge and Vincent—Child Development. (W. B. Saunders).

Coleman, S.—Your Child's Music. (John Day).

Ellenwood, J. L.—It Runs in the Family; There's No Place Like Home. (Chas. Scribner).

Gesell, A.—Infant and Child in the Culture of Today; The Child from Five to Ten. (Harper Brothers).

Meek, L. H.—Your Child's Development and Guidance Told in Pictures. (Lippincott).

Myers, A. J.—Teaching Religion Creatively. (Fleming H. Revell).

Garrison and Sheehy—At Home with Children. (Henry Holt).

Hanford, H. E.—Parents Can Learn. (Henry Holt).

The following on Sex Education are also suggested:

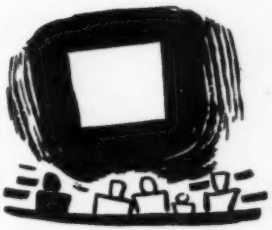
Francis Bruce Strain—Newer Patterns in Sex Education; Being Born; Love at the Threshold. (Appleton, Century Co.).

Corner—Attaining Manhood; Attaining Womanhood. (Harper).

Lloyd-Jones and Fedder—Coming of Age. (McGraw-Hill Co.).

Levine and Seligman—The Wonder of Life. (Simon and Schuster).

FILMS



THE FILM IN GROUP WORK

TODAY's professional or volunteer group worker is looking at films—not for escape but for purpose. As new professional standards become more exacting, new techniques are required. Presentation of an idea concretely through a film is one of those techniques. Be it the making of a leather bag or what to do about VD, films can help to make it clear. A motion film clarifies because the action is seen as well as described: the lacing of a leather bag, or how one syphilitic infects a neighbourhood. The communication is graphic, and does not succumb to misinterpretation.

Perhaps you are working with a group of mothers, or expectant mothers. You are well along in your course and you wish to tell them about the parent-child relationship. You can quote Gesell; you can illustrate with the problem of Mrs. McPherson's Johnny who hijacks Mrs. Forbes-Johnson's milk because she doesn't get up in the mornings, but fluent as you may be you often feel that they didn't get the idea you wanted to put across. So you look for a film which will show them. Such a film is *Your Children and You*, a British film which you find at your local library. If you show it, you may find the women twice as receptive afterwards because they have *seen* what you are talking about.

Sooner or later you are going to be looking at films. It may be that you are back from a summer course where you became enthused about forums and intend to try a forum meeting on a topic of the day. There is no problem about speakers; the community beckons the man with a message. But what about Jack Jones in the back row relaxing after eight hours in the steel foundry? Does Professor Smith's revelation of a distraught Europe filter through? Can he see it? Maybe, if, before the lecture, Jack Jones had seen the film *Seeds of Destiny*, he would have been on his legs during the discussion period. Instead, Jack Jones slipped away home while the front rows applauded Professor Smith. Professor Smith was fluent enough, sincere enough, and his verbal illustrations were vivid, but Jack Jones was tired; his mind's eye was closed. He should have been prodded with pictures until he woke up to the urgency of the problem discussed.

This lack of reception is encountered by most group workers. It stands as a wall between the idea and the application. It is characterized as inertia, stubborn ignorance, oyster psychology. At the base it is largely semantics. You dial John Public but he hangs up politely, murmuring "wrong number", because he hasn't understood you. By your own experience you have seen the reality of what you are trying to express, but John Public's experience was limited; you are obliged to show him.

And so you look at films. You look critically, asking "Is it the right background for what I have to say? Does it arouse interest because it is graphic, sincere and accurate? Is it the proper

length—ten minutes—twenty minutes?" You judge by a personal preview. If one doesn't suit, you look at another and perhaps another. This is not wasted time. As you review several films to find the right one, you catalogue all in your mind or better still jot down notes on cards. Someday, the occasion will require your use of the other films and you will recall them easily if you appraise them as you go along.

Much of the selection has been done for you. Other specialists have looked at films on your behalf. Findings are prepared in catalogue form, as in the proposed Health and Welfare film catalogue prepared by the National Film Board, or the quarterly *Film Forum Review* of the Institute of Adult Education, New York. A film committee of the Joint Planning Commission has set up screening panels whose results will be available shortly. And there are the film reviews in FOOD FOR THOUGHT, which indicate every month a few films which you will almost surely find useful with some group.

ROWLAND HILL

REVIEWS

The Feeling of Rejection—Its Development and Growth—16 mm. sound, black and white, 21 minutes, produced in 1947 by the National Film Board for the Department of National Health and Welfare, in cooperation with the staff of the Allan Memorial Institute of Psychiatry, Montreal. Available at National Film Society, 172 Wellington St., Ottawa.

ACCLAIMED as a stimulating venture into a field untouched but yet eminently suitable for film treatment, *The Feeling of Rejection* is the first of a series explaining deviations from the normal human behaviour. Because of the ease of self-projection into the cast, this film has been received with wide interest in its primary showings.

Inability to cope with the minor decisions in everyday living is shown to stem from faulty early upbringing. Flashbacks in the life of a young stenographer during psycho-analysis reveal the parents' failure to stimulate the growth of initiative by providing too great protection. Later sequences show how group treatment encourages open facing of particular problems. Simple explanation of the cause of this girl's submersion of aggressiveness results in automatic awakening of a desire to re-establish her individuality. Her changed reactions to everyday business and social life are amusingly portrayed.

To young adult groups this film will have great personal interest since some of the pitfalls of early child training are pointed out very clearly. The importance of showing interest in the child's play projects, providing of positive suggestion rather than a constant and repressive negativity, are well brought out in a number of scenes.

As a joint effort of the Department of National Health and Welfare, the Allan Memorial Institute of Psychiatry staff, and the National Film Board, commendation is well earned in all fields—idea initiative, script, cast, photography and direction—producing a film which merits wide attention.

L. M. HAMPSON, M.D.

The People's Charter—16mm., black and white, sound, 20 minutes. Produced by United Nations Film Board. Available for purchase by libraries in December from National Film Board.

The Peoples' Charter sets out to describe the foundations of the United Nations Charter, the desire of the peoples of the world for peace and security. Made entirely from "stock" documentary material, most of which

was shot during the war, it recalls the struggle which preceded the drafting of the United Nations Charter and the close relationship between the United Nations and the individual citizens of member countries. Only through their desire could it have come into being; only through their support can it succeed.

Users of visual education materials will welcome *The Peoples' Charter* because it presents, not only the emotional appeal of the United Nations working together for a common goal, but also the structure of the United Nations. The various organs of the U.N. are set out, through the use of animation, so that their relationships to one another are clear and their functions outlined. *The Peoples' Charter* will prove a valuable aid, not only in adult education, but in high school teaching of the U.N.

There are gaps in the film which will be noticed. Since it is an official production, nothing can be said of the clash between the East and the West which has done so much to damage the ideals upon which the United Nations was to have been founded. One side or the other would be sure to feel that it had been misrepresented. Thus, there is an attitude of optimism which is only partially made realistic by the emphasis given to U.N.'s need for support by the citizens of every nation in the world.

NEIL MACDONALD

(A suitable pamphlet for use in conjunction with this film is *The United Nations*, by Homer Metz, reviewed on page 46.)

Does It Matter What You Think?—16mm. black and white, sound, 20 minutes. Produced by Verity Films, 1947, for Central Office of Information. Distributed by the British Information Service. Available from the National Film Society.

THOSE familiar with the earlier British documentary films, *British Justice*, *Words and Actions*, and *Municipal Government*, will sit back and expect to be impressed by this new film. But its humour may come as a pleasure and something of a surprise. Its sponsors apparently find the subject sufficiently old, dignified, and secure as to require no over-elaboration; in fact, a sly humour is to be detected as though to say, "We hold these truths to be self-evident; smile if you wish, but there they are and we're rather proud of them." There is something about the attitude suggesting the liberty taken with old friends,—a little ribbing to mitigate the fondness. This treatment, though lighter, is none the less satisfying, especially since the subject might otherwise have been too heavy for easy digestion.

This film, which uncovers the machinery by which public opinion is produced, is of more than general interest. It is not negative in analysis. The evil possible in a minority control of mass media is implied, but the positive contribution of the individual carrying a banner toward a common good is enlarged upon. How such an individual influences first the group, and then, with the support of "converts", is able to achieve the legislation required for his ends is demonstrated. Indeed, the message of the film is that legislation is the result of majority opinion brought to bear on Parliament. The influence of Britain's largest organized group, the trade unions, is credited with the reforms in industrial practice, now obligatory under law.

Made for the public, whose acceptance or rejection of opinion is vital to history, the film succeeds in attaining quick action, humour and an effervescence in commentary that should induce the greatest attention.

ROWLAND HILL

COMMISSION ON MOTION PICTURES IN ADULT EDUCATION

Secretary, Harry L. Strauss, 19 South La Salle St., Chicago 3, Ill.

A RECENT development in the United States was the organization of "A Commission on Motion Pictures in Adult Education" to facilitate the distribution and utilization of 16 mm. films in adult education. With Morse A. Cartwright, Director of the American Association for Adult Education, as Chairman, the commission represents a large number of American adult agencies. Its first task is to screen a large number of Hollywood-produced short films which, up to now, have been available to schools through *Teaching Films Custodians* but never before to adult agencies. Since the National Film Society plans to have a stock of these films in Canada, the work of the commission will result in a substantial number of additional films becoming available. When the work of screening and evaluation is completed, the Commission plans to publish a guide.

THE FILM COUNCIL OF AMERICA

Room 1228, 431 South Dearborn St., Chicago 5, Ill.

GROWING out of the cooperative work of such bodies as the American Library Association, the Educational Film Library Association, and the National University Extension Association, a national film council was formed in the United States early this year. The purpose of this council is to give leadership to the development of the local film councils which are growing up in every state and thereby improve the use of films in adult education. Available now is a manual entitled, *Speaking of Films*, which outlines good practices in the organization of a local film council.

In addition, the council now publishes a regular bulletin entitled *The Film Counselor*.

UNIVERSITY OF TORONTO

DEPARTMENT OF UNIVERSITY EXTENSION

Certificate Course in Business

The instruction in this Course is given in the evenings. The subjects are: Accounting I and II; Economics I and II, Mercantile Law I and II, Cost Accounting; Secretarial Practice.

A student may choose six of these eight subjects of which four must be Accounting and Economics and may attend lectures in two of them each session. Each subject requires attendance one evening a week for twenty weeks. The tuition fee is $15.00 per subject and the examination fee is $2.00 per subject. On successful completion of the Course a university certificate (fee, $5.00) is awarded.

The admission requirement is Junior or Pass Matriculation or an Ontario Secondary School Graduation Diploma. Applicants of mature age will be given special consideration regarding admission, as will young men and women who have taken business positions before completing the four-year course in the High Schools of Commerce.

For complete syllabus write or telephone University Extension, University of Toronto, Toronto 5, Ontario. (Midway 6611, local 21 or 22.)

BOOKS

POCKET BOOKS

—for Christmas giving—for your own enjoyment

New Writing, edited by John Lehmann, Penguin Books, London and New York, 1947.

THIS small book, published about four times a year in England, is a collection of short stories, poems, and critical essays, from the pens of modern writers, chiefly English, but also American and European. Not as esoteric as much of the "little magazine" quality writing in the United States, it is yet provocative of thought and paprika to the imagination. This is the sort of publication we need in Canada, vehicle for fine creative writing in all its various shorter forms, what Ralph Gustafson has done once in a little Penguin (No. 484) called "Canadian Accent".

Of the six short stories in this particular volume, perhaps William Sansom's "Various Temptations" is the most stirring, wherein the confused mind of a sex criminal is obliquely sketched with insight and delicacy. The essays are concerned with drama, fiction, poetry, and painting. E. Martin Browne, who has produced all the plays of T. S. Eliot, writes an article on the controversial subject of the poetic drama, and Henry Reed gives a useful analysis of W. H. Auden's "The Sea and the Mirror" and "For the Time Being". Particularly interesting is Helen Gardner's review of Mauriac's novel, "A Woman of the Pharisees". The poetry includes one very amusing ballad by William Plomer—delightful contrast to the more serious poems in the volume. There is a photogravure section which offers not only paintings but scenes from ballet and theatre.

Such anthologies as this should be of use to those small literary groups interested in following and experiencing present-day experimental writing.

VIOLET ANDERSON

The Bayeux Tapestry by Eric MacLagan. The King Penguin Books, London and New York, 1945. Illustrated.

HERE is a beautifully designed little book on the subject of the embroidered linen tapestry representing the Conquest of England, created more than eight centuries ago. The text analyzes the work and its value as historical evidence, while forty-eight pages are devoted to colour and black and white reproductions of the tapestry.

The Things We See Indoors and Out by Alan Jarvis. Penguin Books, London and New York, 1947.

THIS is the first in a series of booklets dealing with the necessity of critical, rather than habitual, observation of the things around us. If we so see, we will be better able to buy with discrimination, and to create better surroundings. Attractively made up, and amply illustrated by photographs this would be a good solution to the Christmas problem for your artistic friends.

J. C. F.

British Music in Our Time, ed. by A. L. Bacharach. *Pelican Music Magazine, No. 2.* Pelican Books, published by Penguin Books, London and New York, 1947.

MR. BACHARACH, who enjoys a wide reputation as musical enthusiast, editor and commentator, has prepared a handbook on modern English composers which is surprisingly adequate. Beginning with a chapter on nineteenth century origins he follows with articles on fifteen outstanding musicians, another which groups minor figures, and concludes with an estimate of young talent. Too little of the highly original, usually neo-romantic music composed in England during the last thiry years is heard in Canada. This book provides an introduction to both the creator and his work. At the end is a list of recordings.

The second issue of the Music Magazine contains a variety of interesting material, but the slant is quite domestic. A petulant leading article which finds little good in B.B.C. policies but highly praises John Barbirolli for his work with the Halle Orchestra, is followed by a rambling talk by Mr. Barbirolli on the Art of Conducting. (Interestingly he sums up the two basic requirements for a director as these: ability to hold a tempo, and imagination of a composer's musical line—that is to say a sense of phrase and phrase groupings.) Part magazine, part anthology, this little book certainly reveals a ferment of interest in creative music and musicians in England. Photographs of well known personalities are excellently reproduced and certainly worth the price of the book.

MARCUS ADENEY

The Penguin Film Review, a new periodical first published January 1947, by Penguin Books, London and New York.

To many enterprising leaders of informal education, *The Penguin Film Review* will open up new vistas of program opportunities. It will suggest a happy combination of first-class entertainment, and provocative material for serious discussion. It aims to deal with the use of the film in promoting international good will and understanding. It, therefore, presents a thoughtful review of some of the best motion pictures produced in the various countries.

The second edition also features articles which offer the music lover undreamed of opportunities for new adventures with recommended films. Perhaps best of all for a good program lead with your Young Adult club, there's the article on the American scene. This is a presentation of the exciting developments in film education which is becoming established as a serious new form of art. The third edition of this little magazine on films is now available.

Film, a Pelican book by Roger Manvell, revised and enlarged edition, Penguin Books, London and New York, 1946.

IN an easy-to-read style, with a touch of humour, Roger Manvell has produced a program "natural". A Film-Fans Forum jumps out of the pages of this book.

The story of the film as a new art form is a lively presentation including a discussion of plastic design in photography, the technique of film-making and the dramatic use of sound. The author's generous use of well-known films to illustrate his material, creates a familiar atmosphere for the reader.

The second part—the influence of the film on present-day society—divides movie goers into film-fans and gagas. The film-fans must be created by giving interested people an opportunity to develop a critical faculty, a faculty able to distinguish between a hundred-per-cent talkie film and a good film script, music as an accompaniment or music used for its creative effect.

For the leader's purpose, this material

is an excellent basis for a series of discussions. In addition, it has the advantage of film attendance as a natural part of the developing program.

MARGARET ROBERTSON

The Pocket Book of Baby and Child Care, by Dr. Benjamin Spock, Pocket Books, New York, 1946.

WHEN a book appears that is equally good for parent education groups and the guidance of individual parents, it's an event. When such a book costs only 25 cents, that's news. *The Pocket Book of Baby and Child Care* comes with the strongest recommendation from the Child Study Association. It combines practical information about physical care (illness, diet, formulas) with guidance for the child's mental health (play, discipline, security).

Dr. Spock presents his information with light touches of humour which point out and illustrate that there is real fun and enjoyment in raising children—something that is often forgotten these days in the sober discussion of children's problems. He is practical for he knows what facilities are available in the average home and about the mother's responsibilities with household tasks and other children. He gives easy-to-understand answers to everyday questions—from birth to adolescence, with particular emphasis on infancy and the pre-school child.

This illustrated, well-indexed pocket book is invaluable for the growing family. Its pages provide equally good factual resource material for group discussion. It has not been available in Canada in the past six months but has recently been reprinted.

M. E. K.

Dynamics of Learning, by Nathaniel Cantor. Foster and Stewart Publishing Corporation, Buffalo, N.Y., October, 1947.

"IF . . . enough of us rededicate ourselves to the task of building a world grounded upon a revivified faith in the essential dignity of and respect for the human being, there is still a fighting chance that man can create an orderly world of his choice." In this polemical vein *Dynamics of Learning* begins. I use the word *polemical* advisedly, as the reader's introduction to the thesis is a stormy one. The writer joins issue heatedly with bigotries such as race discrimination, and denounces ruling groups who, though they know better, are "screaming, vilifying and browbeating to maintain or stir up prejudice of group against group". His offensive attack is on behalf of a new enlightenment and social conscience. He believes that "twenty-five thousand highly skilled professional teachers" could change the face of society in the next generation. His book sets forth proposal of a method for the accomplishment of such an end. The main body of the book, subsequent to the rather unfortunate excited opening chapters, is devoted to the description of an educational procedure which many, though not all, Canadians will find congenial. It is an educational method which stems from Dewey and, elaborated by William Hod Kilpatrick, finds its outlet in all group and class room techniques based on projects, enterprises and a dynamic relation between teacher and taught. But this book does more than recommend a method. Before the method is discussed in detail, there is a section valuable for anyone who wishes to understand why some educationists believe in education as growth, rather than as mere communication or indoctrination.

The chapter called "Clinical Approach", for instance, gives a neat summary of the psychological tendencies which have been discovered through

analysis of the conscious and unconscious motivations of men. The birth to death struggle for a happy balance between the need for self-assertion and the need for love and approval, independence and dependence; the tensions which arise from what the writer calls the "will-guilt conflict" (in Freud's terms, the struggle in the ego between the id and the super-ego); the rather painful process of absorption by the growing child and adolescent of the norms and value of the cultural group he is born into—all these are well and clearly described. The case is made, and I think made well, for an education at the university level which takes into account growth, change and the continued need of every individual to find himself, at the same time as he finds himself in society. It is the point of view of a man who believes in the potentialities of his students, while he realizes the slow and subtle ways in which learning takes place in an organism. In this philosophy, however, learning is not measured by the capacity for organic adjustment, but by the degree to which the individual becomes, secure in his own respect, both self-critical and at war with the unreasoned assumptions of his world.

The final chapters are devoted to a description of the writer's class room methods in two college courses, one called "Culture and Human Behaviour", the other "Crime in Society". For anyone familiar with the general point of view, there are no surprises, though there are disappointments. The students select materials from a bibliography, and are responsible for reporting what they select. Discussions follow, the purposes being to induce student participation and to cultivate a critical attitude not only to the material, but to their own attitudes to the material, to the class and to the instructor. This particular instructor seems to have expected apathy, amounting not only to complete reliance on the instructor but even to resistance to learning. He reports in detail his conversations, and they suggest that he had good reason for pessimism. To contend with such indifference and opposition would not, I think, be the unhappy lot of many teachers in liberal arts colleges, and certainly not of adult educationists. Whether the prescribed method of teaching would prove effective surgery for a lifetime of healthy critical-mindedness, I don't know. The report seems a little lame. But the writer manages to communicate his enthusiasm, and in the class room no doubt provided the necessary "dynamics of learning." JESSIE MACPHERSON

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Aging Successfully, by George Lawton. Columbia University Press, New York, 1946.

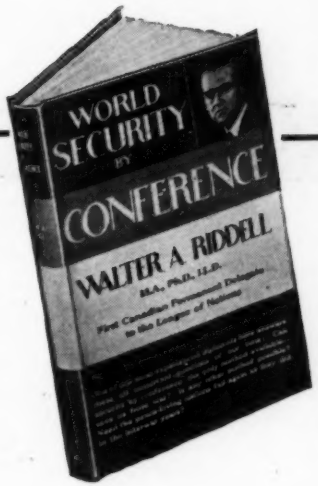
ALONG about 1980, one out of every five people in North America will be sixty years of age or over. So, says the author of "Aging Successfully," we had better pay some attention to senior America.

George Lawton is one who can speak about this matter with authority. A psychologist who has directed his study to the adjustment problems of older people, he is the author of a great many articles on the subject and editor of *New Goals For Old Age*. His new book records the results of many years' study and practice as a counsellor to the mature.

Dr. Lawton does not limit his discussion to pension or retirement plans which are currently of such interest in Canada. Rather he talks about pensions and jobs, not just as problems of economics but in terms of personalities. He is not concerned with helping people live longer but in making their years more satisfying. Some of the chapter heads give a clue to the material covered: "Retire to, not from"; "A Bill of Rights for Old Age"; "A Philosophy for Maturity"; "You Can't Demobilize Senior America."

This is a readable, practical book. Any adult leader who deals with older people will want it for his shelf. He will want to read it for its rich insights and to have it handy to pass on to mature friends for its counsel.

J. R. K.



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PAMPHLETS

INTERNATIONAL AFFAIRS

Soviet Policy Abroad, by Harold I. Nelson. *Behind the Headlines* Pamphlet, Vol. VII, no. 3. 24 pages. 15 cents.

THIS account of Russia's foreign policy covers the ground clearly, though necessarily rapidly, from the revolution of 1917 to the spring of 1947. Thus it makes excellent reading for anyone who seeks to understand such recent developments as Russia's refusal to join, or to allow her satellites to join, other western European nations in the plan for economic rehabilitation invited by General Marshall, or Mr. Vishinsky's blasts at the United Nations Assembly.

"Eastern Europe," says Mr. Nelson, "is considered by the Soviet Union to be as vital to the defence of Western Russia as is the English Channel to the protection of Great Britain." Elsewhere, "Soviet economists and planners are unwilling to submit the Soviet economic system to the influence or control of world economic bodies dominated by a competing economic system." In these two sentences we may have the key to Mr. Molotov's abrupt departure from Paris last June.

Mr. Vishinsky's fulminations at the Assembly are reminiscent of some of Mr. Hitler's speeches in the middle thirties. "Bluff," we called them, "just for home consumption," and except for the painfulness of the echo, we would say the same thing of Mr. Vishinsky. After reading some of the figures in this little pamphlet about Russia's war losses, it is hard to conceive that she would want, or be able, to translate her verbal aggressiveness into deeds: 7,000,000 casualties, military and civilian; 6,000,000 buildings destroyed (including 4,000,000 private dwellings) depriving of shelter a population twice that of Canada. (When we groan about our housing problem, let us give a thought to Russia). "These extensive war losses have made Russia's primary post-war task the reconstruction of the devastated areas. Peace has been its major immediate diplomatic interest in the post-war world." To the West, it seems that Soviet diplomats have chosen strange methods of proving that interest. But we must admit that, to the U.S.S.R., United States' concentration on improving the lethal qualities of the atomic bomb cannot look very peaceful either. We must agree with Mr. Nelson that "Russia and the Western democracies bear a common responsibility for the present crisis."

H. L. R.

The United Nations by Homer Metz. *Behind the Headlines* Pamphlet, Vol. VII, No. 4. 36 pages. 15 cents.

THIS extremely lively pamphlet makes an exciting sequel to *Soviet Policy Abroad*. For in computing the score on the United Nations to date, Mr. Metz, who is correspondent for the *Christian Science Monitor* at the United Nations, is inevitably drawn into that fascinating area of speculation, "why does Russia behave as she does?" He gives the answers most generally put forward by observers of Russia's behaviour at Lake Success and Flushing: Soviet leaders are convinced that communism and

capitalism, or modified socialism, cannot permanently work together cooperatively; that ultimately communism must become dominant on a global scale since the decay of capitalism is inevitable from its own internal weaknesses. Russian obstructionism, then, is aimed at preventing any measures which will strengthen the structure of western society and prolong its dying throes. As long as the United Nations is at work and accomplishing anything, so far as western civilization can improve its own standards and culture, so long and so far are Soviet convictions proved false.

The record of the United Nations to date, as Mr. Metz presents it very clearly and concisely, problem by problem, organ by organ, is not an entirely discouraging one. One point which he makes is salutary for us to remember: the United Nations was organized to keep *the* peace, not to make *a* peace. Until peace is established, U.N. cannot function as it should. It needs careful nurture under the present strains and tensions, but its great hope lies in the fact that it is capable of growth and change to meet humanity's changing needs. For that reason it is humanity's hope and humanity will not lightly abandon it.

H. L. R.

Evolution of Empire: Britain's Plans for her Colonies, by Donald C. Macdonald. *Behind the Headlines* Pamphlet, Vol. VII, No. 5. 20 pages, 15 cents.

DURING the period in history when colonial peoples are moving toward independence, this pamphlet is extremely timely. Furthermore, the lack of progress in the deliberations of the Trusteeship Council of the United Nations makes some elucidation of present circumstances in the colonies essential. Mr. Macdonald has set down concisely the move which Great Britain's labour government is making in an attempt to bring a fuller life to colonial peoples. It is gratifying to note that some progress is being made under national auspices.

The author points out very clearly (and his view is supported by the present troubles of India) that "no millenium can, or will, dawn with independence". The solution must be in a progressive organic development encompassing the political, economic, and social aspects of colonial affairs. Britain's own difficult economic position has prevented rapid progress along economic lines, although significant work has been started in some of the colonies. A great land clearing and development scheme is already under way in East Africa which will bring 3¼ million acres under cultivation, and cooperatives and trade unions are being encouraged. Some large mining concerns are being prevented from drawing revenues out of the colonies in land royalties while contributing nothing to the development of such areas. The planning personnel is being assisted by the Fabian Colonial Bureau under the terms of the recent Colonial Development Act.

The pamphlet gives a full account of political progress—the Anglo-United States Caribbean Commission and the problem for a federated West Indies, etc. The survey is weak in the light of social developments and it is precisely in this area that many feel the British government could move more speedily even though it is beset with domestic economic problems. There are still reports of dissatisfaction over forced labor provisions for the natives in areas now under British control and one suspects that the conditions of the native population in South Africa (which has been featured in deliberations in the United Nations General Assembly) is still paralleled in many of the colonies. Mr. Macdonald might have given fuller treatment to these vital social questions. D. C.

CANADA'S TENTH PROVINCE?

The Man of Mars Looks at Newfoundland—Walter J. Cross in *Atlantic Guardian*, published by Guardian Associates Ltd., 985 Sherbrooke Street, Montreal, June 1947. 48 pages. 25 cents.

FOR those who find themselves with little else than vaguely formed impressions of a possible new sister province, this little pamphlet on Newfoundland will prove a helpful introduction to the subject. An account of personal observation and experience in the country by a "mainlander" who spent some time there, it conveys a general picture of the island's geography, people and standard of living. Considerable space is devoted to dispelling popular misconceptions regarding the "bleakness" and "destitution" of the country, and some discussion is made of the advantages and disadvantages both to Canada and Newfoundland of the proposed confederation.

Used in conjunction with supplementary material and statistics, this booklet will be an aid to discussion groups.

J. C. F.

HANDICRAFTS

Craftsmen's Library, Macmillan Co. Toronto.

THE readers of FOOD FOR THOUGHT are not unaware of the opportunities in handicrafts for creation and self-expression. This is one activity that rates high both in educational and recreational values. During the war many thousands of adults began for the first time to experience the satisfaction of achievement in some skilled use of their hands.

Macmillan's now offer a new wide assortment of books and pamphlets on crafts of all kinds. A well written and fully illustrated manual on plastics for the first time shows the possibilities of work in plastics which goes beyond the "gadget" level. New books have also appeared on leatherwork and woodcarving. Probably the most useful references, at least for novices, is the so-called *Craftsmen's Library*. Here is an entire library of inexpensive, highly colored, well written pamphlets on more than fifty subjects. Written by specialists, the entire series has been edited by Dr. Ivan Crowell, Director of Handicraft, Department of Industry and Reconstruction, in New Brunswick and formerly at Macdonald College. The subjects covered are wide in range—lino-block printing, chip carving, weaving, leather work of all kinds, carving roots, how to tie trout flies, braiding, weaving, making duck decoys, marionettes—and many more. One can quarrel with some of the points made by some of the authors, but most of the pamphets are clear, authoritative and read easily. For the beginner, this is an excellent start and any craftsman will want a copy for reference.

J. R. K.

"BEFORE I INTRODUCE---"

(*Continued from page 23*)

ence do not feel hurried and distracted by many unrelated details.

When it comes to thanking your speaker, it is unnecessary to summarize his speech or to add comments of your own. It is possible to be concise without being curt, to be warm and generous without gush. If the thanker as well as the introducer, can make her words brief, accurate and cordial she will win the gratitude of both audience and speaker.

MARY Q. INNIS

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